

DOCUMENT RESUME

ED 181 332

CE 023 990

AUTHOR Kowle, Carol: And Others
TITLE Getting Published. Professional Development Series, No. 2.
INSTITUTION American Vocational Association, Washington, D.C.
PUB DATE 79
NOTE 22p.
AVAILABLE FROM Special Publications, American Vocational Association, 2020 N. 14th St., Arlington, VA 22201 (Order Number 10279, \$3.00; discounts for quantity orders)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Communications: Contracts: Copyrights: Curriculum Development: Essays: Guidelines: *Instructional Materials: Negotiation Agreements: *Periodicals: Publications: Publishing Industry: Textbook Preparation: *Textbook Publications: *Vocational Education: Writing Skills

ABSTRACT

This guide to writing and publishing in vocational education is divided into four sections. The first section outlines guidelines for writing for professional journals. Specific topics included are (1) writing for your audience, (2) introducing the subject, (3) the why of an article, (4) the how of an article, and (5) ten ways to get your article into print. Section 2 briefly discusses how to write curriculum materials and provides six guidelines on how to develop good instructional materials for a curriculum laboratory. Section 3, Writing for a Commercial Publisher, presents a strategy for completing negotiations successfully with a textbook publisher. Also included in this section is an outline of a formal publishing proposal. The final section gives suggestions to beginning writers and provides a list of selected journals in vocational education along with their publishers and address.
(LRA)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED181332

Professional
Development
Series, no. 2

GETTING PUBLISHED

Carol Kowle
Robert Luter
Mary McGarry

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS
MATERIAL IN MICROFICHE ONLY
HAS BEEN GRANTED BY

A. C. Curley

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

American
Vocational
Association

CE 023 990

ABOUT THE AUTHORS

Carol Kowle is research specialist for the National Center for Research in Vocational Education at Ohio State University. She is managing editor of the *Journal for Vocational Education Research* and holds a Ph.D. in English. Kowle wrote Part I of *Getting Published*.

Robert Luter is coordinator of the Instructional Materials Center at the University of Texas. In addition to his extensive experience in curriculum development, Luter has held industry positions and worked as a local distributive education coordinator. He wrote Part II.

Mary McGarry is senior editor for marketing and distributive education in the Gregg Division of the McGraw-Hill Book Company. She works with high school and community college texts in marketing, consumer education, and public and personal services. McGarry wrote Part III.

Special Publications Editor:
Toni H. Lydecker

Published 1979 by The American Vocational Association, Inc., 2020 North Fourteenth Street, Arlington, Virginia 22201. Copyright © by The American Vocational Association, Inc. No part of this publication may be reproduced in any form without written permission from the publisher. Printed in the United States of America.

CONTENTS

5 I. Writing for Professional Journals

5 Writing for Your Audience

6 Introducing the Subject

7 The "Why" of an Article

8 The "How" of an Article

10 Ten Ways to Get Your Article into Print

12 II. Writing Curriculum Materials

12 What Are Curriculum Labs?

12 How to Proceed

13 An Opportunity for Pioneering Work

13 Tips on Writing Curriculum Materials

16 III. Writing for a Commercial Publisher

16 Do Your Homework

17 Write to Your Top Choices

17 Negotiating a Contract

18 Formal Publishing Proposal

19 IV. How to Get Started

19 Finding a Publisher

19 Benefits Outweigh Costs

20 Selected Journals in Vocational Education

Part I

WRITING FOR PROFESSIONAL JOURNALS

Almost every professional field has two types of publications: technical or research journals and practitioner-oriented journals. The readerships for these two types of journals may overlap, but generally speaking, their audiences, editorial style, approach and content vary considerably.

Writing for researchers involves a different kind of effort than writing for practitioners. An article based on the most successful research project will not be acceptable to *The Journal of Vocational Education Research*, for example, if it is poorly written or fails to follow the journal's guidelines for communicating research results.

A journal intended for the practitioner, on the other hand, will ordinarily reject a research-related article unless it is expressed in terms of practical outcomes. Furthermore, practitioner-oriented journals have different readerships. A checklist of tips for teachers is more likely to be accepted by *Agricultural Education* or *School Shop* than *VocEd*.

PREPARING TO WRITE

First, conceptualize the article in terms of the audience you want to reach. It is a good idea to research audiences and the types of articles published by various journals before beginning a writing assignment.

Second, consider the timing of the article. Find out what themes, if any, a particular journal may be featuring during the year. It might be wise to rethink an article in terms of topics the journal is emphasizing. A little work to create a new slant could make the difference between acceptance and rejection.

Your material must be fresh. If you're writing for a research journal, don't wait more than a year, if possible, before writing up a final report. For one thing, you may be "scooped" by someone else working on a similar project. For another, scholarly journals are dedicated to publishing the latest advances in the field. It is almost insulting to send in an article stemming from research completed three years ago.

This principle also holds true with practitioner-oriented journals. The best time to publish the details on that new vocational program is now. Clearly, then, placement and timing are factors to consider before you begin to write.

WRITING FOR YOUR AUDIENCE

Whether you are writing for researchers or practitioners, the content should include the who, what, where, when, why and how of the typical news story. The way these are presented, of course, depends on the audience.

When writing for a research journal like *The Journal of Vocational Education Research*, keep in mind that you are writing for scholars in the field. The journal editors and, ultimately, the readership will be expecting a traditional research format. This includes:

1. Introduction, including a review of literature
2. Methodology section, including an understandable display of data
3. Results
4. Conclusions and/or Recommendations

The introduction and review of literature at the beginning of an article prove you are familiar with the important thinking in the field. This both establishes your credibility and justifies the choice of a particular topic. There must be a clear indication that a research article is substantial and thus worthy of attention.

This research format may not be necessary when the article consists only of a review of literature. Such a review is usually assigned by an editor, however.

A practitioner-oriented article in a journal like *VocEd* should be as concerned with reader interest as with substance. Content is very important, for the readers will want to know the facts about an innovative program or practice. But typical *VocEd* readers will not have the time or inclination to wade through a long review of literature or a detailed methodology. Neither will they be concerned with an extensive history of a project, a description of the local political climate, or a complete listing of every advisory committee member who helped on a project.

The readership of *VocEd* covers a broad range of teachers and administrators in every program area, and a high percentage of those reading a given article may not be familiar with the topic. You are wise to give the background information necessary to introduce them to a new concept or practice.

INTRODUCING THE SUBJECT

A look at two introductory statements, the first from *The Journal of Vocational Education Research* and the second from *VocEd*, shows some differences in approach to content and audience between research and practitioner-oriented journals.

Here is the introduction to "Practical Significance in Vocational Education Research":

A reanalysis of research studies reported in the first eight issues of the *Journal of Vocational Education Research* led to the identification of ten inquiries that employed a univariate analysis of variance as the basic statistical model for testing experimental hypotheses. In almost all cases these inquiries systematically avoided any reference to either practical significance or tests for the significance of relationships. In general there was a tendency among researchers to base the interpretation of data entirely on the results of tests for the significance of differences. . . .

The intent of this article is to share a reanalysis of the ten aforementioned studies, in which practical significance was considered. Our examination will focus initially on the consequences attendant to the attitude that many educational researchers apparently hold, namely, that a test of significant differences is the ultimate clarification of experimental findings. Once these consequences have been illustrated, a re-

view of three research activities that professors might initiate in their seminars to demonstrate the importance of practical significance in either operational inquiries or theory development and research studies will be presented (McNamara & Gill, 1978, 27-28).

The article contains an analysis of articles from *The Journal of Vocational Education Research* and is therefore tailor-made for the readership. The authors emphasize the fact that researchers are overlooking the importance of practical significance in the design of their studies. It is a good example of how specialized research articles can become; a reader would not expect to find an article on this topic in *VocEd*.

The second example is from "Job Creation through Human Development" in *VocEd*:

For the existence of jobs, there are two essential elements: the supply of job seekers and the demand for them. Vocational education has concentrated largely on creating a supply of job seekers. The demand side has been viewed only as a source of information, albeit an imperfect one, to guide vocational educators in planning programs and in evaluating the effects of their efforts. *The question to be answered is how can vocational education leave the comfort of a detached view and begin to operate effectively in the arena of job creation and job saving* (Persons, 1978, 31, my emphasis).

This paragraph has a more general approach than the first example. Its focus on job creation may interest many people, though the author is specifically addressing vocational educators. The last sentence is italicized because it contains the thesis or statement of purpose in the article. The paragraph could conceivably appear in a research journal, but the scope of the subject is broader and the audience less specialized than is the case in research articles.

THE "WHY" OF AN ARTICLE

The "why" of an article, its justification, should be clear before you begin writing. This justification should appear early in your article as a statement of the problem or need. Whether a single sentence or a paragraph, this statement convinces journal editors and readers that the author has something valuable to say.

The following are two sentences from "A Factor Analysis of the Career Education Inventory (CEI)" in *The Journal of Vocational Education Research*:

The measurement of attitudes toward career education has become increasingly important to educators who are attempting to initiate or maintain relevant and viable career education programs. . . .

Heretofore, there has been no simple, effective way of assessing baseline attitudes toward career education, or in determining the impact of pre-service or in-service education (Thompson & Mannebach, 1978, 17).

The first sentence states the importance of the subject and prepares the reader for the justification of the author's approach, which appears in the second sentence.

The second example is from "A National Policy for Job Creation and Youth Development" in *VocEd*:

If our people desire to be productive, why is unemployment, particularly youth unemployment, so high? The unemployment rate among 16 to 19 year-olds is almost 20 percent, three times the adult rate. The rate among black youth has soared to 40 percent. While danger always exists that complex questions will be answered too simply, four factors appear to be major contributors to youth unemployment. They are lack of skills, lack of experience, employer/union policy and governmental policy. . . .

Although youth unemployment and underemployment is near or at the crisis stage, the problem can be addressed through systematic efforts. What is needed is a comprehensive national youth development policy (Gess, 1978, 43).

The author here has a difficult task: building a case for a national policy on youth development, a complicated issue. To show the magnitude of the problem, he first cites statistics. Next, he identifies the factors contributing to the problem in order to lead in to his point about the need for a government policy on youth.

THE "HOW" OF AN ARTICLE

The "how" of an article—its style or approach—is another question. The audience of the journal should strongly influence the way you present the material. The readership of a research journal, for example, consists of specialists accustomed to reading technical material. An article with a disjointed writing style, inadequate review of literature, improper documentation, and insufficient discussion of methodology and results will not pass review for such a journal.

The practitioners constituting the majority of *VocEd's* readership, on the other hand, may not be specialists in the subject of a given article and will not want to spend more than a few minutes digesting it. They will want a quick, interesting, practical overview of issues, programs or practices.

Despite the divergent interests and needs of the two types of readers, a clear and simple style is appreciated by both. This fact can be seen in the following examples. The first is taken from "Credit by Examination and the Professional Development of Vocational Education Teachers" in *The Journal of Vocational Education Research*:

Professional growth and development challenge the dedicated teacher. In 1972, many vocational education teachers in Florida had a unique opportunity to respond to this challenge. In that year, a special administration of the General Examinations of the College-Level Examination

Program (CLEP) was offered to a sample of vocational education teachers throughout the state. The responses of teachers to this credit by examination program and their subsequent courses of action in continuing their education will be discussed in this article (Tully, 1977, 42).

The author shows that technical style does not have to be complicated and unintelligible to appeal to specialists. The first sentence states a general premise most readers would accept. "Professional growth and development" is a familiar phrase to most educators and the term "dedicated teacher" has positive connotations. The word "challenge" adds a bit of excitement to the first sentence and is carried through in the second. Many readers will be vocational education teachers or teacher educators and will therefore identify with the subjects in the study. Thus, the author has used subtle language to draw readers into his article. He gives an indication of the background behind the article, its importance, and its content.

The second example is from "Daring to Be Different: Creative Approaches to New Jobs" in *VocEd*:

How does vocational education help create and save jobs?

You might ask the residents of Staples, Minnesota, a city of 4,000 that has attracted 16 new industries in recent years largely by opening a postsecondary vocational institute and upgrading the local work force. Four of the industries were started by persons who had formerly taught at the institute.

You might ask the 45 Mexican-American entrepreneurs in Brownsville, Texas, who are securing their chances of financial success through a small business management program offered by the local continuing education center.

You might ask Sam Randolph Lloyd, 26, who opened his own dry-cleaning store in 1975 in the heart of Minneapolis after working in a similar one run by his high school. He has since hired other graduates who worked for the school-based corporation (Porteous, 1978, 34).

The author asks a rhetorical question about jobs, a subject of great interest to vocational educators. He then answers his own question by providing a series of parallel examples, all beginning "you might ask." The rhetorical question attracts readers to the article, while the next three paragraphs address readers directly, further engaging their interest.

The use of three examples is also a good tactic in writing. Sets of three are psychologically satisfying to the reader. They provide a sense of completeness, as there is a beginning, middle and end. There is less detail here than in the preceding example, but the approach is designed to catch the eye of the casual reader skimming through the journal.

These examples illustrate that the "how" of an article is a carefully planned stylistic strategy tailored to audience needs. Studying a journal to get a notion of the types of articles readers need and want is an extremely important step in getting an article accepted for publication.

10 WAYS TO GET YOUR ARTICLE INTO PRINT

1. Pick a fresh topic or a new angle on a much-discussed topic.
 2. Send a proposal outlining your idea or talk to the editor before writing the article.
 3. Know your audience and your subject so you don't do either an injustice.
 4. Organize your thoughts before you begin. A detailed outline will help you clarify your thinking and structure the article logically.
 5. Do your legwork. Gather the information necessary to back up your points and make sure every fact is accurate.
 6. Write as simply and clearly as possible, regardless of your audience.
 7. Stay on track. Make sure one paragraph leads naturally to the next. When you finish, check to see whether the conclusion relates to the introduction.
 8. Ask colleagues to review and criticize each draft of your manuscript.
 9. Always set aside time for revision. You can usually improve your article substantially by going through several drafts.
 10. Expect to be edited. Revise the manuscript promptly if the editor asks you to do so.
-

FOLLOW JOURNAL GUIDELINES

Make sure your manuscript fits the format of the journal to which it is submitted. This is important because editors of prestigious journals may reject manuscripts on the basis of format alone. All journals have guidelines for authors, which should be read and followed. Failing to do so could imply that a manuscript was originally intended for another journal or that the author does not care enough to tailor the manuscript to the journal.

Good manuscripts are always in demand by journals in vocational education. Nevertheless, many authors receive rejection slips because they are naive about the type and quality of manuscripts required by editors.

Fewer than 50 percent of the articles submitted to *The Journal of Vocational Education Research* are accepted unconditionally, for example, although the editor is always interested in receiving manuscripts. Even fewer manuscripts are accepted by *VocEd*.

Many rejections are due to poor writing. Other manuscripts are turned down because they are inappropriate for a journal's audience. The odds can be turned to your advantage only with detailed planning, careful writing and close attention to the who, what, where, when, why and how of publishing in vocational education.

REFERENCES

- Gess, Larry R. "A National Policy for Job Creation and Youth Development," *VocEd* (September 1978), 43-47.
- McNamara, James F. & David H. Gill. "Practical Significance in Vocational Education Research," *The Journal of Vocational Education Research* (Summer 1978), 27-48.
- Persons, Edgar A. "Job Creation Through Human Development," *VocEd* (September 1978), 30-33.
- Porteous, Peter L. "Daring to Be Different: Creative Approaches to New Jobs," *VocEd* (September 1978), 34-39.
- Thompson, Donald L. & Alfred L. Mannebach. "A Factor Analysis of the Career Education Inventory (CEI)," *The Journal of Vocational Education Research* (Summer 1978), 16-26.
- Tully, G. Emerson. "Credit by Examination and the Professional Development of Vocational Education Teachers," *The Journal of Vocational Education Research* (Summer 1977), 41-48.

Part II

WRITING CURRICULUM MATERIALS

For the vocational educator who wants to break into print, writing curriculum materials for a state or regional curriculum laboratory is an ideal opportunity. It is a good way to polish your writing skills and learn how curricula are researched and developed. By getting your name in print, you also enhance your opportunities for future contracts with commercial publishers.

WHAT ARE CURRICULUM LABS?

Most states have a curriculum laboratory responsible for developing instructional materials. In addition, federal vocational legislation provides for several regional laboratories or consortium centers to help the state labs share materials and avoid duplication of effort.

Curriculum laboratories have different procedures and financial structures than commercial publishers. Because of budget limitations, they usually depend on volunteer assistance from teachers, teacher educators, graduate students and administrators to supplement staff work in developing materials. They do not expect their authors to be professional writers, so rules that would be enforced by commercial publishing companies are often relaxed.

On the negative side, curriculum laboratories do not offer their authors the royalties and advances that commercial publishers can. They usually offer a one-time stipend for a manuscript. For that reason, if you have written a manuscript that you consider extremely marketable, try it on a commercial publisher first.

HOW TO PROCEED

Perhaps you have developed curriculum materials for use in your own program or written a master's thesis or paper with implications for curriculum development. Or maybe you just have an idea for instructional materials.

First, find out how much has already been done in the area you've chosen. The easiest way is to have an ERIC (Educational Resources Information Center) search done on the topic through your state research coordinating unit.

Then contact your state curriculum coordinator. He or she will put you in touch with the right staff member in a curriculum lab or consortium center. With that person, you can discuss the merits of your proposal, the compensation you will receive, the schedule and other arrangements. Ordinarily, the curriculum lab will retain the copyright.

You will also work with curriculum lab personnel to select an appropriate format. Job sheets, or single lesson assignments, are one possible format. Learning activities packets are another—they consist of a full set of instructions on activities to enable the student to reach a specific learning objective.

AN OPPORTUNITY FOR PIONEERING WORK

Your chances of success are better when you choose a topic in which little research has been done or approach it in a new way. Another good strategy is to choose an area in which there are ample federal funds for development of curriculum materials—this is a big incentive for a lab to approve your topic.

Many areas in vocational education are ripe for exploration. For example, there is a need for curriculum materials dealing with environment and energy-related occupations, e.g., pollution technician, water control technician. Emerging occupations such as nuclear medicine are another good bet.

Five percent of federal funds for vocational instructional materials must be targeted to the American Indian and almost nothing has been done here. The development of vocational education instructional materials for bilingual, disadvantaged and mentally handicapped persons is another area that is heavily funded and virtually untouched.

Competency based instruction is a growing area of concern. State legislation mandating minimum competency requirements is on the rise and many states have broadened these laws to include vocational skills. Competency based materials are therefore in great demand.

TIPS ON WRITING CURRICULUM MATERIALS

Some guidelines are offered here on how to develop good instructional materials for a curriculum laboratory.

Visualize the Final Product

Before you begin a project, you must have some idea of what it is going to look like in final form. What is the format? How will it be used? Who will use it? How does it fit into the instructional program of a specific vocational curriculum? Will it be a workbook, a course of study, a teaching outline, a suggested course guide or an individualized study manual?

All these questions must be answered in the comprehensive outline of the proposed project you submit to the curriculum laboratory.

Research and Organize Your Material

Now that you have the product planned, begin to develop it. The curriculum unit should contain the instruction in a series of logical steps—just as you would teach it in a classroom setting.

The instructional sequence must start with what the student knows now and progress towards the learning objective. It usually progresses from the simple to the complex. There must be a smooth transition between areas of knowledge and development of competencies.

Develop Easy-to-Use Materials

Instructional materials must be self-explanatory. Ideas must flow smoothly. Words must be carefully chosen and communicate to the stu-

dent exactly what the writer intends. Avoid complicated processes and unfamiliar techniques. Neither the teacher nor the student will take time to solve mysteries.

Don't assume that all programs have the same resources and equipment. Narrow the choices the user must make. Make instructions very clear and specific. Avoid generalizations. You are writing to help the teacher and the student—not confuse them.

Make Your Materials Relevant

To make your materials relevant to occupational needs, you must be thoroughly versed in the occupational field for which you are developing a curriculum. Your research must be accurate and current. You must be able to identify knowledge, attitudes and skills that are essential to the occupation. You should know the sequence for learning these competencies, which tasks are hardest to master and which cause problems on the job. You must have access to the latest, validated research.

If you have these abilities, you can write useful vocational curricula. Many people can write generally about an occupation, but few can create materials for teaching the skills of the occupation.

Write Clearly

It is important to write clearly and at the right reading level for your audience. A good rule to remember is that you are writing to instruct—not to impress your peers with a scholarly research paper. Here are some useful guidelines.

1. Use simple words. Words of over three syllables affect readability.
2. Keep sentences short. Long sentences are uninteresting. Twelve to fifteen words are the maximum for good readability.
3. Define technical terms and difficult words immediately after they are introduced. A reader will seldom consult a dictionary or even turn to the glossary at the end of the material. When a term is difficult to pronounce, break it into syllables and give a phonetic spelling.
4. Use clear language. Avoid unnecessary words. Too many novice writers use 10 or 12 words when 5 or 6 would do.
5. Avoid parenthetical phrases and expressions.
6. Instead of two long phrases or sentences with a semi-colon, use a period.
7. Write at the appropriate reading level for your audience.

Identify Your Sources

Be sparing in your use of published materials. Editors and publishers have nightmares when they discover a manuscript that is nothing more than a rewrite of previously published materials. Both the author and the publisher are liable for copyright infringement. Editors are very sensitive to

sudden changes in writing style—usually a warning signal that something has been copied or altered only slightly from another source.

Use other works to verify and confirm your own research. Never use them as models of writing or organization. Footnote your sources properly and give full bibliographic information at the end. This validates your own research and helps establish the identity of sources for the editors.

Part III

WRITING FOR A COMMERCIAL PUBLISHER

Publishing a textbook is a joint business venture between an author and a publishing company. Both are looking for a solid profit. No textbook sells a million copies a year, textbook authors do not normally appear on the *Today* show and textbooks aren't advertised in the *New York Times*.

On the other hand, your textbook probably won't be remaindered for 59¢ in Woolworth's! It will have more lasting value than many books written for the mass market.

Other incentives that might lead you to become a textbook author are to contribute to your field, to help students and to fulfill university publishing requirements.

As a prospective author, you can approach the task of finding a publisher with confidence. Good writers who are experts in their fields are a publisher's most valuable asset. Editors are constantly searching for new authors, not only for new projects, but to replace aging or unsatisfactory authors or to add to existing author teams.

A strategy for completing negotiations successfully with a textbook publisher is presented below.

DO YOUR HOMEWORK

Make a list of the companies that publish in your specialty. Suppose you want to publish a high school text in agriculture. Where do you look? Regardless of how narrow your specialty is, there are four major sources, available in almost every library, that will help you:

1. *Books in Print*
2. *El-Hi Textbooks in Print*
3. *Literary Market Place*
4. *Publishers' Trade List Annual*

You may end up with 10 or more choices. If the list is too small, ask the publishers' representatives who visit your school if their company is moving into new vocational areas.

NARROW YOUR CHOICES

Pick two or three of the publishers on your list, using the following criteria:

1. Is the publisher well-known in your field?
2. Does the publisher's sales force reach your intended audience? *Literary Market Place* will help you find out if you don't already know. For example, if you want to publish a community college text in food preparation, don't choose a publisher whose sales force calls only on elementary and high schools.
3. Does the publisher promote its other titles adequately? Find out if the publisher advertises in professional journals you read, sponsors workshops or methods conferences, or sponsors authors to speak at professional meetings.
4. Does your proposed book fit in with the rest of the publisher's list? Check the listings and catalogs to find out. If the publisher already has

- a best seller with which your book would compete, your chances are poorer than if there is a hole in the list your book could fill neatly.
5. Does the publisher have a reputation for good relations with its authors? Ask your colleagues who have already published to find out.

WRITE TO YOUR TOP CHOICES

Write a letter to the two or three publishers you've chosen. Explain the need your book would fill, identify your market (most vocational publishers want a product that can be sold nationally—not just in your state or region), and give the purpose and scope of the book.

Offer to send a formal publishing proposal containing the details of your project and a sample chapter. Obviously, these two items should be completed before you send the letter.

RESPOND TO INTERESTED PUBLISHERS

Send your formal publishing proposal to interested publishers (see the sample on p. 18). Include a cover letter that reviews your credentials briefly, perhaps referring to an attached vita.

Be prepared to respond to the publisher's request for more information about you. For example, here are the criteria used at McGraw-Hill for selecting authors:

1. Can the author produce a publishable manuscript? Writing samples are an important way to demonstrate this ability.
2. Can the author meet a schedule? Be prompt in answering correspondence and complying with a publisher's request for material—this shows a willingness to do tasks on schedule. Be honest about other commitments on your time in order to set up a realistic schedule.
3. Is the author competent in the subject matter and methodology of the field? Educational credentials and successful classroom experience are important criteria here.

If an editor is putting together an author team, several other criteria are taken into account: the respective contribution of each author, their ages (at least one author should be young enough to follow the book through a second or third edition) and geographical distribution. Platform ability, professional leadership, ethnic background and publishing conflicts may also be considered.

NEGOTIATING A CONTRACT

Once you and a publisher have reached an understanding, it's time to start thinking about a contract. Here are some general guidelines:

1. **Royalty Rate.** See if the royalty rate compares favorably with other publishers. Note whether a royalty rate for international sales is offered—there's a brisk market in foreign countries for books in many vocational areas.

FORMAL PUBLISHING PROPOSAL

- I. **Table of Contents**—Include all chapters and unit titles, appendix, glossary, bibliography, index (if possible, outline each chapter)
 - II. **Preface**
 - A. Market—Include grade level of student
 - B. Purpose—Why is this book needed?
 - C. Scope—Delimit your coverage
 - D. Special features or unique approaches
 - E. Plans for supplements (workbook, tests)
 - III. **Sample Chapters**—Include end-of-chapter activities—maybe from any part of book
-

2. **Editorial Support.** The amount of editorial support may vary from none to virtual co-authorship. How much do you prefer? Make sure the contract spells out whether you will have the publisher's help with illustrations or will be expected to provide them. In some technical areas like drafting, for example, textbook illustrations can cost more than \$10,000.
3. **Writing Schedules.** Penalty clauses in the contract could be invoked if you fail to meet the deadlines to which you're committed. Be cautious in projecting schedules, especially if this is your first long writing assignment.
4. **Cash Advances.** These are rare in textbook publishing but may be given when the author must do extensive research or has a crash schedule. It can't hurt to ask!
5. **Author's Charges.** Most publishers charge authors for excessive changes in proof stages. Some publishers allow as little as \$200 worth of free corrections—it could cost you thousands to rewrite a chapter in galleys. So check it out.
6. **Teaching Aids.** Many contracts require authors to prepare a teacher's manual or answer key as part of the book contract. Usually no royalties are given on these items because publishers give them to teachers who adopt the book.
7. **Copyright.** Most contracts call for the book to be copyrighted by the publisher. You may ask for the right to clear all requests for permission to quote.
8. **Free Copies.** New authors are often amazed to find out that they are entitled to so few free copies—usually from 2 to 10 copies. Many publishers will, however, sell you your own book at a hefty discount.

SIGN THE CONTRACT

The last step is to sign a contract with the publisher. This is it—you are legally as well as morally bound to "deliver a manuscript, acceptable in style and content, to X publisher on the subject of Y by Z date." Now write!

Part IV

HOW TO GET STARTED

Ingenuity and perseverance are the keys to getting published in vocational education. Beginning writers often become discouraged, thinking that all is lost if their first article isn't accepted by one of the top journals. In reality, there are plenty of other opportunities to break into print.

Think small when you're just starting out. Write about a teaching technique, some innovative aspect of your program, an interesting research result or another topic you know thoroughly. Keep your article brief and to the point.

As you become more skilled in writing, you may go on to longer and more complex articles. Here are some types of articles to consider: original research, review of research, feature, position statement, descriptive, prescriptive ("how to") and book review.

FINDING A PUBLISHER

If your institution or school district has a newsletter, become a regular contributor. Nearly all state and territorial affiliates of the American Vocational Association (AVA) publish a newsletter and the editors are usually eager for interesting articles and fillers. As local AVA chapters form, they are likely to start newsletters. Many AVA divisions also publish newsletters. As pointed out in Part II, writing curriculum materials is another good beginning for a vocational education writer.

When you feel ready to test the waters for national publication, concentrate first on the journals most closely related to your specialty. With these publications, your expertise and choice of topic are most likely to coincide with the types of article for which an editor is looking. If you are a home economics teacher, for example, try the *Journal of Home Economics*, not the *Education Digest*.

This doesn't mean you should rule out general education journals such as the *National School Board Journal* or *Today's Education*. But be very selective about the types of articles you submit to them, and remember that they are likely to have less space for your subject than journals devoted to vocational education.

A list of journals in vocational education appears on page 20. Most will be happy to send you a copy of their editorial guidelines.

BENEFITS OUTWEIGH COSTS

Above all, don't be intimidated by the idea of writing for publication. Many vocational teachers are especially prone to think that writing is for others. Yet vocational teachers write lesson plans, instructional units and reports without a second thought. Although it may require more time and practice, writing for publication relies on the same thought processes, skills and attention to audience needs as other types of writing.

Writing for publication pays off not only in professional development and recognition, but occasionally in cash. For example, *Industrial Educa-*

tion and *School Shop* are two journals that pay for articles. More importantly, you will have the satisfaction of knowing that information about your innovative program or research discovery has reached others who may be able to benefit from it.

SELECTED JOURNALS IN VOCATIONAL EDUCATION

Journal	Publisher	Address
Adult Education Lifelong Learning: The Adult Years	Adult Education Association of the USA	1225 19th St., N.W. Washington, D.C. 20036
Aging and Work: A Journal on Age, Work and Retirement	National Council on the Aging, Inc.	1828 C Street, N.W. Washington, D.C. 20036
Agricultural Education	Agricultural Education Magazine, Inc.	Box 5115 Madison, Wis. 53705
Business Education Forum	National Business Education Association	1201 16th St., N.W. Washington, D.C. 20036
Business Education World	McGraw-Hill, Inc.	Gregg Division 1221 Avenue of the Americas New York, N.Y. 10020
Career Education Digest	Educational Properties, Inc.	3303 Harbor Blvd. Suite H-6 Costa Mesa, Calif. 92626
Career Education Quarterly	National Association for Career Education	School of Education Boston University Boston, Mass. 02215
CEFP Journal	Council of Educational Facility Planners	29 West Woodruff Ave. Columbus, Ohio 43210
Community and Junior College Journal	American Association of Community and Junior Colleges	One Dupont Circle, N.W. Washington, D.C. 20036
Educational Technology	Educational Technology Publishers, Inc.	2224 Hewlett Ave. Merrick, N.J. 11566
Florida Vocational Journal	Florida Department of Education	415 N. Monroe St. Tallahassee, Fla. 32306
Forecast for Home Economics	Scholastic Magazines	902 Sylvan Ave. Englewood Cliffs, N.J. 07632

Home Economics Research Journal Journal of Home Economics	American Home Economics Association	2010 Massachusetts Ave., N.W. Washington, D.C. 20036
Illinois Career Education Journal	Illinois Office of Education	100 N. First St. Springfield, Ill. 62777
Illinois Teacher of Home Economics	University of Illinois	Dept. of Voc-Tech Ed Urbana, Ill. 61801
Industrial Education	MacMillan Professional Magazines	One Fawcett Place Greenwich, Conn. 06830
Journal of Allied Health	Association of Schools of Allied Health Professions	One Dupont Circle Suite 300 Washington, D.C. 20036
Journal of Business Education	Heldref Publications	4000 Albemarle St., N.W. Suite 504 Washington, D.C. 20016
Journal of Career Education	University of Missouri-Columbia	College of Education Columbia, Mo. 65201
Journal of Cooperative Education	Cooperative Education Association	Drexel University Philadelphia, Pa. 19104
Journal of Industrial Teacher Education	National Association of Industrial and Technical Educators	School of Technology Purdue University Lafayette, Ind. 47907
Journal of Vocational Behavior	Academic Press, Inc.	Educational Psychology Dept. University of Wisconsin Milwaukee, Wis. 53201
Journal of Vocational Education Research	American Vocational Education Research Association	National Center for Research in Vocational Education Ohio State University 1960 Kenny Rd. Columbus, Ohio 43210
Man/Society/ Technology	American Industrial Arts Association	1201 16th St., N.W. Washington, D.C. 20036
School Shop	Prakken Publications, Inc.	416 Longshore Dr. Ann Arbor, Mich. 48107
Technical Education News	McGraw-Hill, Inc.	1221 Avenue of the Americas New York, N.Y. 10020
Training and Development Journal	American Society for Training and Development	P.O. Box 5307 Madison, Wisc. 53705

Order Number 10279
\$3.00

To order additional copies, write or call:

Special Publications
American Vocational Association
2020 N. 14th St.
Arlington, Virginia 22201
(703)522-6121)

Discounts for bulk orders:

10% off for 10-19 copies
15% off for 20-29 copies
20% off for 30-39 copies
25% off for 40-49 copies
30% off for 50+ copies

All orders must be accompanied by an official purchase order (minimum \$10) or payment.